

ESSA Title I Updates

Supplement not Supplant under Title I

Head Start Coordination

Schoolwide Program Flexibility



Working Together for Student Success

Introductions:

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Supplement not Supplant New ESSA Requirements Title I, Part A



Working Together for Student Success

Webinar Agenda

- Supplement not supplant changes under ESSA
- Methodology and examples
- Demonstration process
- Frequently asked questions



Reminder:

- Today's webinar applies to the requirements under Title I, Part A only. The supplement, not supplant tests under other Title programs have not changed.

For additional information related to other programs, contact your Federal Grants Specialist or the reference document below.

<https://www.doe.in.gov/grants/titlei/resources-pd-etc>



Supplement Not Supplant Guidance Under ESSA

- ESEA Section 1118(b)(2)- Compliance

“[A] local educational agency shall demonstrate that a methodology used to allocate State and local funds to each school receiving assistance under [Title I, Part A] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving assistance under [Title I, Part A]”



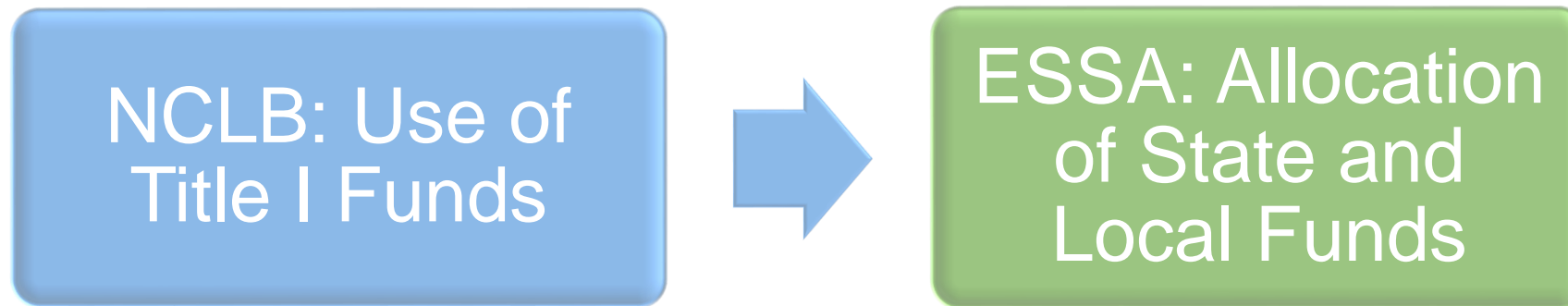
Changes to Supplement Not Supplant Under ESSA

- **State and local fund focus:** The SNS test under ESSA focuses on and requires demonstration of the LEA's methodology used to allocate State and local (non-Federal) funds to each school receiving Title I assistance to ensure that it is receiving the same amount it would have regardless of whether the school received Title I assistance.

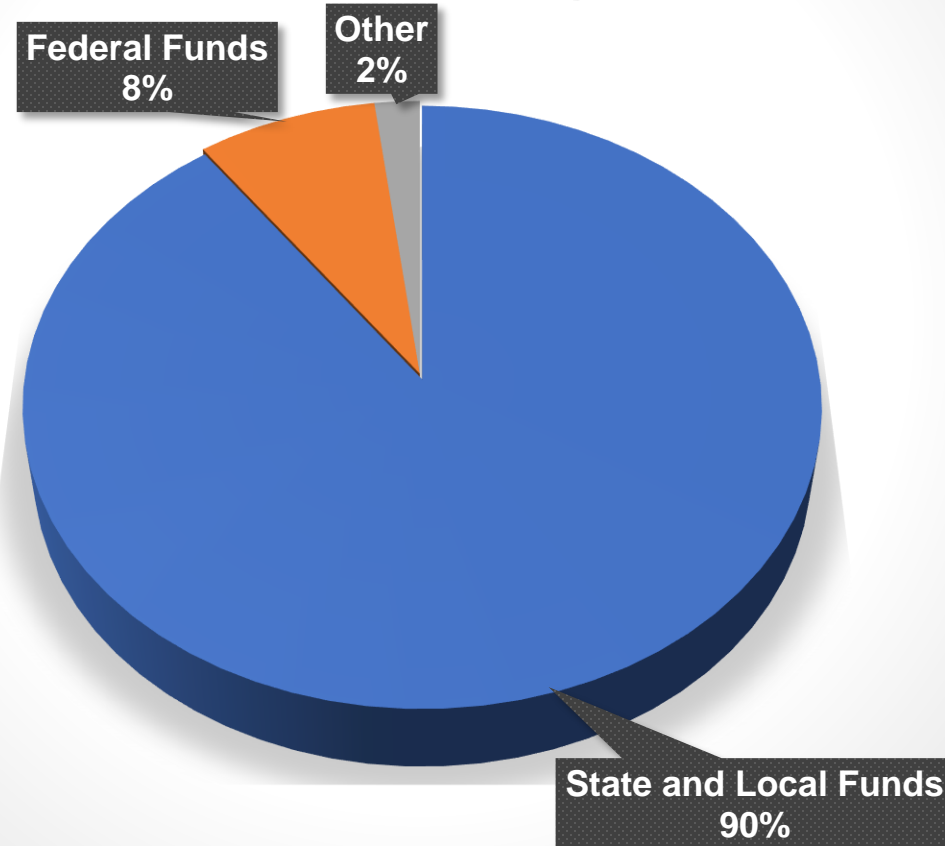


Changes to Supplement Not Supplant Under ESSA (continued)

- In other words, the updated SNS test reviews the manner in which LEAs allocate State and local funds to schools to ensure Title I schools receive all of the funds they would have received had they not participated in Title I.
- Shift from a **Title I focus** to a **State and local focus**.



Local Education Agency (LEA) Funding



What is a “Methodology?”

- The term “methodology” refers to the manner in which State and local (non-federal) funds are allocated to schools.
- IDOE will recognize the following methodologies the LEAs may select from during the demonstration process:
 - Distribution of State and local (non-Federal) resources based on the characteristics of the students (PPE);
 - Distribution of State and local (non-Federal) resources based on staffing and supplies
 - Distribution of State and local (non-Federal) resources based on a combined approach
 - Other, as adopted by the LEA



Methodology Example: Based on Characteristics of the Students

- **Example 1: Distribution of State and Local (non-Federal) Resources Based on Per Pupil Expenditures (PPE)**

This form of equitable distribution is generally referred to as a “weighted per pupil expenditure” funding formula.

LEAs might consider using their Form 9 to supplement their methodology to show compliance.



Methodology Example: Based on Characteristics of the Students (continued)

Per Pupil Expenditures for Corporation #1234		School A (Title I)	School B	Corporation Total
Federal	Instructional	\$1,128.66	\$878.80	\$1,040.85
	Other instructional	\$219.76	\$0.00	\$142.53
	Instructional Shared Expenditures	\$1.92	\$1.92	\$1.92
	Operational	\$0.00	\$0.00	\$0.00
	Operational Shared Expenditures	\$0.71	\$0.71	\$0.71
	Total Federal	\$1,351.05	\$881.43	\$1,186.00
State/Local	Instructional	\$6,088.83	\$5,799.13	\$5,987.01
	Other instructional	\$1,235.47	\$0.00	\$801.25
	Instructional Shared Expenditures	\$58.10	\$58.10	\$58.10
	Operational	\$1,108.76	\$1,607.58	\$1,284.07
	Operational Shared Expenditures	\$552.68	\$552.68	\$552.68
	Total State/Local	\$9,043.84	\$8,017.49	\$8,683.13
Total	Instructional	\$7,217.49	\$6,677.93	\$7,027.86
	Other instructional	\$1,455.23	\$0.00	\$943.78
	Instructional Shared Expenditures	\$60.02	\$60.02	\$60.02
	Operational	\$1,108.76	\$1,607.58	\$1,284.07
	Operational Shared Expenditures	\$553.40	\$553.40	\$553.40
	Total Per Student Expenditures	\$10,394.90	\$8,898.93	\$9,869.13

In this example, by utilizing Form 9, this School Corporation assures the IDOE through a stated methodology that the state/local PPE average of Title I schools shall not be less than the average of non-Title I schools



Methodology Example: Based on Staffing and Supplies

- **Example 2: Distribution of State and Local (non-Federal) Resources Based on Staffing and Supplies**
- Assume:
 - 1 teacher per 22 students (\$50,000/teacher)
 - 1 principal/school (\$100,000)
 - 1 librarian/school (\$55,000)
 - 2 guidance counselors or social workers per school (\$55,000)
 - \$825/student for instructional materials and supplies (including technology)



Methodology Example: Based on Staffing and Supplies, cont.

- In a school of 450 students, the school would be expected to receive \$1,686,250 in non-Federal resources based on the following calculation:

Category	Calculation	Amount
1 principal	1 x \$100,000	\$100,000
1 librarian	1 x \$55,000	\$55,000
2 guidance counselors or social workers	2 x \$55,000	\$110,000
21 teachers	21 x \$50,000	\$1,050,000
Instructional materials and supplies	450 x \$825	\$371,250
Total		\$1,686,250



Methodology Example: Based on Combined Approach

- **Example 3: Distribution of State and Local (non-Federal) Resources Based on a Combined Approach**
- This form of equitable distribution includes characteristics of the two previous examples, distribution of State and local (non-Federal) resources based on the characteristics of the students and the staffing and supplies needs of the schools.
- Assume:
 - 1 principal/school (\$100,000)
 - 1 librarian/school (\$55,000)
 - 2 guidance counselors or social workers/school (\$55,000/guidance counselor)
 - Allocation/student (\$7,000)
 - Additional allocation/student from a low-income family (\$250)
 - Additional allocation/English learner (\$500)
 - Additional allocation/student with a disability (\$1,500)



Methodology Example: Based on Combined Approach Continued

- In a school of 450 students, including 200 students from low-income families, 100 English learners, and 50 students with disabilities, the school would be expected to receive \$3,590,000 in non-Federal resources based on the following calculation:

Category	Calculation	Amount
1 principal	1 x \$100,000	\$100,000
1 librarian	1 x \$55,000	\$55,000
2 guidance counselors	2 x \$55,000	\$110,000
Allocation/student	450 x \$7,000	\$3,150,000
Additional allocation/student from a low-income family	200 x \$250	\$50,000
Additional allocation/English learner	100 x \$500	\$50,000
Additional allocation/student with a disability	50 x \$1,500	\$75,000
Total		\$3,590,000



Methodology Example: Other, as Adopted by the LEA

- **Example 4: Other, as Adopted by the LEA**
- This form of equitable distribution does not necessarily fit within the parameters provided in the other three examples; however, the LEA assures that this methodology is neutral in regard to the Title I, Part A status of each school.



Methodology Example: Other, as Adopted by the LEA - Considerations

- Considerations for Charter, and Small Single School LEAs
 - LEAs with a single school code will not be required to submit a description of their methodology for allocating State/local funds
 - IDOE will support these LEAs through the demonstration process if a methodology has not been previously formalized or does not fall within the options previously outlined



Demonstration Process – Frequency

- The LEA must be able to demonstrate compliance for the SNS methodology upon request through federal program monitoring
- If the LEA adopts or implements a revised methodology for allocating State and local (non-Federal) resources, then notification to IDOE is required (through the Title I grant) and local documentation must be kept of demonstration of compliance with the revised SNS methodology.



Demonstration Process - Substantive

- A substantive change may occur when an LEA shifts from one type of methodology to another. Minor changes to the value attached to a variable within the methodology are likely not considered substantive.



Demonstration Process

- IDOE is responsible for verifying that each LEA receiving Title I, Part A funds is in compliance with the SNS demonstration requirements under the ESSA.
- To ensure all LEAs in Indiana meet these requirements, each LEA is required to submit the following:
 - a) An assurance stating the LEA is in compliance with the provisions of section 1118(b) of the ESSA;
 - b) An indication of the type of methodology the LEA has adopted and is implementing in regard to the allocation of State and local (non-Federal) funds to all schools; and,
 - c) A narrative description of the methodology or a reference to the LEA's Financial Transparency document in which the methodology is described.



Demonstration Process, cont.

- Upon adoption or implementation of a revised methodology, including any substantive changes to the methodology, it is incumbent upon the LEA to provide an updated description to IDOE; demonstration of compliance and the methodology should be kept onsite for monitoring purposes.
- In subsequent years after the initial demonstration, LEAs will be required to provide the current methodology with their Title I Basic grant indicating that no substantive changes have occurred.



Timeline

- LEAs must submit their methodology by July 1, 2018 attached to their FY 19 Title I Basic grant
 - LEAs that are unable to meet the demonstration requirements must alternatively submit a plan by July 1, 2018 detailing how the LEA intends to come into compliance no later than December 10, 2018
 - Upon submitting the required materials, IDOE will verify the information provided to ensure the LEA is in compliance with the ESSA requirements.



Timeline Scenarios

Scenario	Timing Considerations
LEA can demonstrate compliance with requirements	Submits by July 1 ; receives approval upon submission of the methodology on its FY 19 Title I Basic grant
LEA is not currently in compliance but will have a plan to come into compliance by December 10th in place by July 1	Submits by July 1 ; receives approval upon submission of FY 19 Title I Basic grant, but will need to submit a finalized plan to IDOE by December 10, 2018, attached to your FY 19 Title I Basic grant amendment.
LEA does not submit any information by July 1	LEA will not receive approval of their FY 19 Title I Basic grant until information is provided; will not receive final approval until IDOE is able to verify demonstration requirements are met once information is provided



Frequently Asked Questions

- **Q: Can we use our comparability submission to meet the SNS requirements?**
- **A:** No, while comparability and supplement, not supplant requirements both examine how the LEA distributes State and local funds and/or resources to schools, they are separate tests and are intended to measure different aspects of the supplemental nature of Title I, Part A funds.



Frequently Asked Questions

- **Q: Does the new application of supplement, not supplant under Title I, Part A apply to just schoolwide programs or to schools operating targeted assistance programs, as well?**
- **A: The rule applies to all LEAS receiving Title I, Part A funds, regardless of whether the school operates a schoolwide or targeted assistance program.**



Frequently Asked Questions

- **Q: Does this provide the flexibility to use Title I funding on activities such as salaries for principals, general education teachers, Lau-required English learner teachers, students with disabilities teachers etc.?**
- **A: No.** The local methodology must demonstrate how the LEA is providing enough state/local money to provide core educational services, such as general education teachers, English learner teachers



Questions regarding the SNS demonstration requirements, process, or timeline may be directed to:

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Head Start Coordination



Working Together for Student Success



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Section 1119 of ESSA requires:

- Every LEA receiving Title I funds must develop agreements with Head Start and other early childhood providers, if feasible, to increase coordination.



Specific coordination activities outlined include:

- Receiving & transferring children's records, enrollment, parent communication;
- Establishing channels of communication between school staff & Head Start staff;
- Conducting parent meetings with Head Start teachers & kindergarten or elementary school teachers;
- Organizing & participating in join transition-related training of Head Start staff, school staff, & early childhood education staff, as appropriate; and
- Linking LEA educational services with Head Start agency services

Evidence of Coordination with Head Start

Upcoming changes

- ✓ [LEA Affirmation of Head Start Coordination form](#) to be completed and signed by the LEA and Head Start Grantee. The signed copy will be attached to the Title I grant application.
- ✓ The LEA will maintain a signed copy of the coordination form and a copy of the MOU with Head Start in its files.

Title I SWP increased flexibility with ESSA

April 2018



Working Together for Student Success

Agenda

- **Schoolwide Program (SWP) vs Targeted Assistance Schools (TAS)**
- **New Flexibility**
- **SWP Benefits**
- **SWP Requirements**
- **Overlap between Comprehensive Needs Assessment (CNA) and other documents/CNA Crosswalk**
- **SWP Checklist**
- **Non-public schools**



TAS vs SWP

Targeted Assistance

- Activity and expenditure must benefit only students/families identified through student selection
- Supplemental instruction/services

Schoolwide Program

- All students are eligible
- Strategies implemented are identified through the CNA included in the schoolwide plan
- Provide high quality education for all students to close the achievement gap



ESSA and SWP

Indiana's ESSA Plan Page 116:

- Schoolwide programs serve all children in a school and ensure that all staff, resources, and classes are part of the overall program.
- Any Title I school would benefit from the emphasis on schoolwide high quality instruction, evidence-based strategies, and engagement of all families to improve the achievement of all children, but particularly those who are the lowest-achieving.



New SWP Flexibility

Currently

- A Title I school is eligible to become a Title I schoolwide program when the poverty level (determined by free and reduced meal counts) is at or above 40 percent.
- A Title I school is eligible to become a Title I schoolwide program when they are Focus/Priority

Starting in 2018-2019

- Any Title I school can submit a schoolwide plan that addresses how the school will meet the needs of the lowest-achieving students in the school.



SWP Benefits

- In a **Targeted Assistance School (TAS)**, students must be formally identified and a Student Selection form must be used.
- Only identified students, teachers, or parents may receive Title I services or materials.
- In a **Schoolwide Program (SWP)**, a student selection process is not required; services must still be targeted to the lowest achieving students.
- Schoolwide (SW) Programs allow for greater flexibility of programs and services



SWP Benefits

- The schoolwide program should upgrade the entire educational program and be updated and evaluated annually, while providing assistance to the most at-risk students
- Title I funds may be used to develop or support effective parental involvement programs for all families



Limitations of Targeted Assistance Schools

- Title I funds may only be used to meet the needs of participating children families and staff.
- Non-Title I school children may not use materials purchased with Title I funds.



SWP Planning Process Requirements

- Based on a Comprehensive Needs Assessment
- Developed with diverse stakeholders, revise as needed
- Plan remains in place as long as the school operates schoolwide program
- Made available in an understandable and uniform fashion
- Coordinated with other federal, state and local services, resources and programs
- Year-long planning process or a shorter time period if needed
- Schoolwide Assurance form must be submitted to IDOE by Friday, June 15, 2018
- Like the School Improvement Plan, schools may use their own template for their Schoolwide Plan and Comprehensive Needs Assessment



SWP Required Elements

1. CNA (schoolwide)
2. Implementation of Schoolwide reform strategies
3. Employ effective teachers (core content areas)
4. Effective and ongoing Professional Development (all staff)
5. Strategies to attract effective teachers
6. Strategies to increase parental involvement
7. Plans for assisting pre-school children transitioning to school
8. Involving teachers in student achievement decision making

***See upcoming SWP Checklist for additional details



Overlap between SIP and SWP

- There is significant overlap between portions of a SIP and the SWP CNA.
- We recommend taking portions of existing materials and using them in the creation of the CNA.
- The following slides feature sections A-F of the CNA, which in no particular order can be completed using portions of your SIP. Sections G-H are not a requirement of a SIP and require a school to go above and beyond the requirements of the SIP.

***CNA Section B: Professional Practice can also be completed using a corporation's Title II grant application.



SWP CNA Crosswalk

Section A: Data Collection/Analysis

CNA Requirement

- Addressed the needs of all students (but particularly high risk and focused on the needs of specific subgroups)
- Implemented a SW tiered model to address problem behavior and early intervention

SIP Requirement

- Completed using the following improvement objectives over a three year period with annual review and revision:
 - Attendance Rates
 - ISTEP+ Proficiency Rates
 - Graduation Rates
- Established by identifying areas where immediate improvement was needed with a plan on how to address these areas
 - Established a baseline with readily available data



SWP CNA Crosswalk

Section A: Data Collection/Analysis

CNA Requirement

- Addressed the needs of all students (but particularly high risk and focused on the needs of specific subgroups)
- Implemented a SW tiered model to address problem behavior and early intervention

SIP Requirement

- Provided more rigorous student supports for schools in improvement status
- Reviewed data and compiled headlines into easy an easily understandable format
- Included additional information about the educational program and environment
- Proposed interventions based on school improvement goals



SWP CNA Crosswalk

Section A: Data Collection/Analysis

CNA Requirement

- Addressed the needs of all students (but particularly high risk and focused on the needs of specific subgroups)
- Implemented a SW tiered model to address problem behavior and early intervention

SIP Requirement

- Named and described all other assessments used in the school beyond ISTEP+
- Included the following provisions:
 - Safe and disciplined learning environment
 - Coordination of technology initiatives
 - A PD Program including a narrative of student learning data, strategies, programs and services including implementation and evaluation strategies



SWP CNA Crosswalk

Section B: Professional Practice

CNA Requirement

- Promoted opportunities for secondary education (postsecondary credit, i.e. AP, IB, Dual Credit) and the workforce (i.e. career and technical education programs)
- Monitored and revised regularly during implementation and remains in effect the duration of schoolwide participation
- Assisted preschool children in transition to elementary school

SIP Requirement

- Described the curriculum and made it available to the public
- Provided information about how the curriculum and instructional strategies align to Indiana Academic Standards
- Provided more rigorous goals for effective instruction for schools in improvement status
- Designed to meet the needs of all students and subgroups (also allowing exceptional learners access to Honors Diploma, Core 40 and Honors Curriculums)



SWP CNA Crosswalk

Section C: Personnel Policy and Procedure

CNA Requirement

- Granted PD opportunities to staff to improve instruction using assessment data
- Aided in the recruitment and retention of effective teachers (high needs subjects)
- SWP is regularly monitored and revised as necessary based on student needs

SIP Requirement

- Promoted improvement of cultural competency of staff (PD) in order to promote culturally appropriate strategies for increasing educational opportunities and performance
- Provided more rigorous goals for leadership for schools in improvement status



SWP CNA Crosswalk

Section D: Family and Community Engagement

CNA Requirement

- Family and Community Engagement
 - SWP is developed with the involvement of parents and other community members
 - SWP is available to the LEA, Parents and the public in understandable language and a uniform format
 - Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs

SIP Requirement

- Described the school, community and its educational programs



SWP CNA Crosswalk

Section E: Accountability

CNA Requirement

- Took into consideration the academic achievement of children (particularly those at risk of failing) to the state academic standards and any other factors determined by the LEA

SIP Requirement

- Used data, including graphs from the annual performance report or other performance indicators
- Analyzed student achievement based on ISTEP+ and other assessments



SWP CNA Crosswalk

Section F: Evaluation and Re-evaluation

CNA Requirement

- Developed during a one year period, unless LEA determines less time is needed

SIP Requirement

- Develop a strategic and continuous school improvement plan in order to have full accreditation status
- Complete a CNA and share with IDOE, highlight the process used and how stakeholders were engaged with the IDOE



SWP CNA Crosswalk

Section G: Planning Team

CNA Requirement

- Developed with parents, teachers, admin, community members, etc.
- Made available to the public using easy to understand language
- Schools must go above and beyond the SIP to create this section for the CNA



SWP CNA Crosswalk

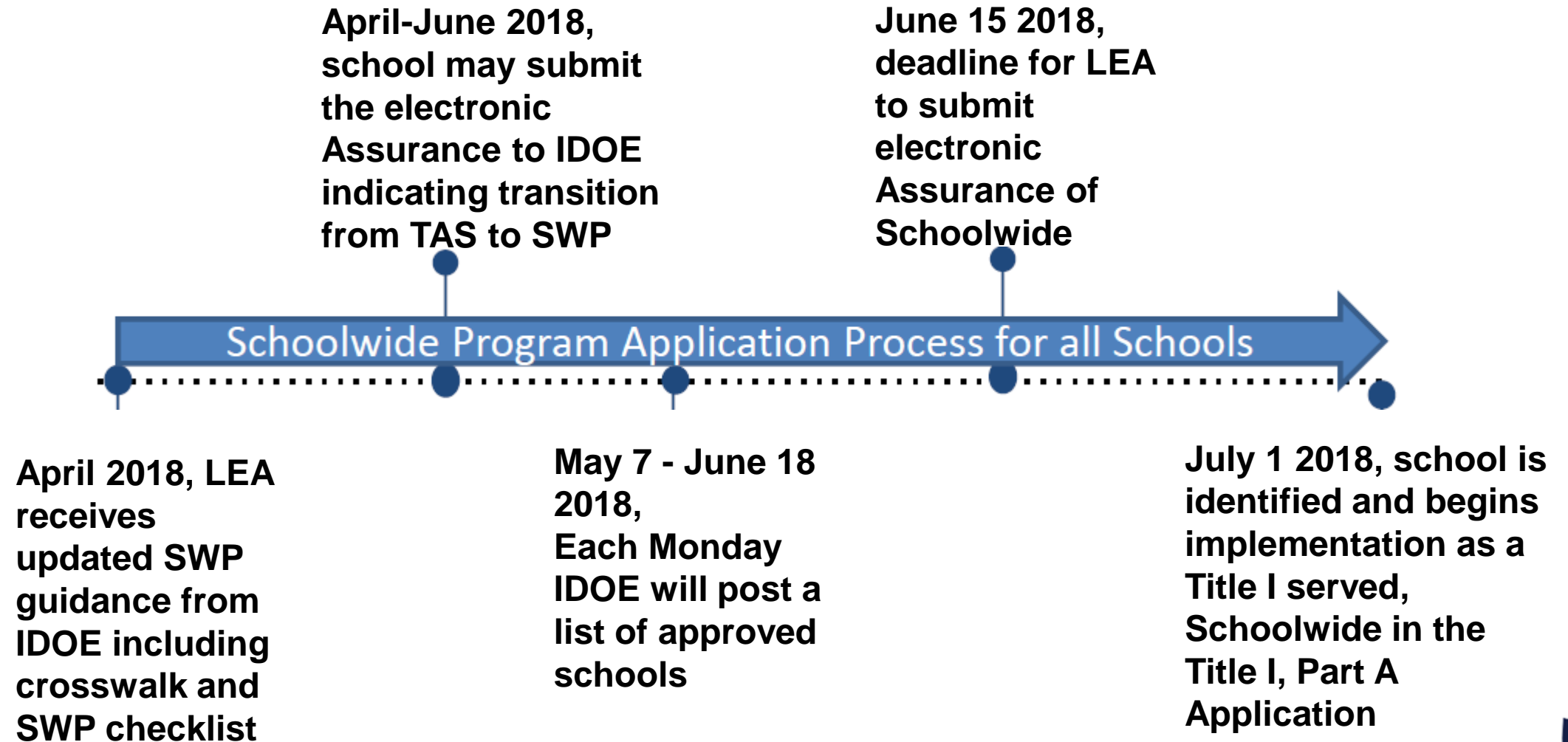
Section H: Coordination

CNA Requirement

- Developed in coordination with other programs, services and resources such as:
 - Violence prevention, nutrition, housing, Head Start, Adult Ed, and CTE
- Addressed the needs high risk students through:
 - Mental Health Programs
 - Instructional support and mentoring
 - Non-academic skill improvement strategies
- Describes how Title I funds will be coordinated with local, state and federal programs
- Schools must go above and beyond the SIP to create this section for the CNA



A Schoolwide program application must be submitted by Friday, June 15, 2018 in order to start operating a schoolwide program for the first time in the 2018-2019 school year. Below is a recommended timeline for planning and implementation.



SWP Checklist

- In order to assist with the completion of the additional portions of the SWP, we have compiled a checklist of questions to ask after each section has been completed
- By answering “yes” you are assuring that the plan has been completed fully and accurately



SWP Checklist

1. CNA of whole school

- Has the school reviewed the school vision and school profile to ensure it is up to date?
- Does the plan include student achievement data for the entire school?
- Has the data been analyzed to prioritize needs of the school?
- Was a variety of data used? (Ex: Curriculum and Instruction, Professional Development, Family and Community Involvement, School Context and Organization, Student Achievement Data)

2. Implementation of schoolwide reform strategies

- Provides opportunities for all children to meet proficient and advanced levels of student academic achievement?
- Uses effective methods and instructional strategies that are based on scientifically based research that does the following?
 - Strengthens the core academic program
 - Increases the amount of learning time
 - Includes strategies for serving underserved populations
 - Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards
 - Addresses how the school will determine if those needs of the children have been met
 - Are consistent with and are designed to implement state and local improvement plans, if any



SWP Checklist

3. Effective teachers in all core content area classes

- Does the plan include evidence to show that all students are taught by effective teachers?
- Is the staff roster up to date?

4. Effective and ongoing professional development for teachers, principals, and paraprofessionals

- Are the school's professional development activities for the year included in the plan?
- Does the scheduled professional development match the findings from the CNA?



SWP Checklist

5. Strategies to attract effective teachers to this school

- Does the plan include strategies that are being used to recruit and retain effective teachers?
- Are there PD and other activities for teachers, paraprofessionals and other personnel to use data from assessments and to improve instruction?

6. Strategies to increase parental involvement, such as literacy services

- Are the strategies to increase parental involvement included in the plan?
- Does the plan state how individual academic results will be shared with parents?
- Does the plan include how the school will involve the parents in the review and improvement of the plan?
- Does the plan state that they evaluate the effectiveness of parental involvement activities?



SWP Checklist

7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program

- Does the plan include the how they will help transition preschool students coming into the school?
- For secondary schools, does the plan include how they will transition new students into the school?

8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.

- Does the plan document how teachers are involved in reviewing and analyzing student assessment data?
- Does the plan document what decisions are made based upon the review of student data?



Other Tips

Don't spread yourself too thin!

- Make sure the plan is realistic and doable
- Don't try to go schoolwide if it would reduce the quality of services to your Title I students

How will you make this happen?

- Have specific steps in mind to make this happen and have staff buy-in
- Use the checklist to make sure everything is complete with your plan
- Don't hesitate to call your specialist for help

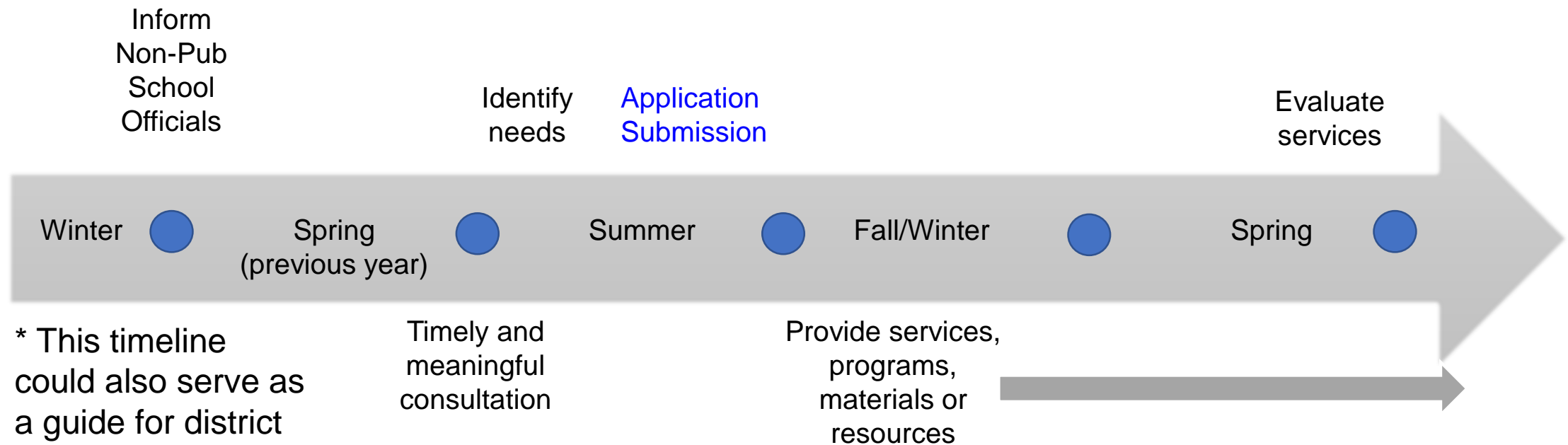


Non-public Schools (no changes)

- Private schools remain Targeted Assistance, no matter the model the public school utilizes
- Private school children who reside in Title I participating public school attendance areas AND are failing or most at risk of failing to meet student academic achievement standards should receive Title I Services.
- Title I funds may only be used to meet the needs of participating children.
- Non-Title I private school children may not use materials purchased with Title I funds.
- The LEA must retain title to all materials purchased with Title I funds.
- All materials, etc., purchased with Title I funds must be labeled “Property of... School District” and placed in a secured location when not in use.
- Private school officials have no authority to obligate Federal funds.



Suggested Consultation Timeline



* This timeline could also serve as a guide for district level administration to consult with building level administration

Timely and meaningful consultation



Questions?

Please email any questions to your Federal Grants Specialist; to find your specialist, please go to:

<https://www.doe.in.gov/grants>

